

IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH MOVIE AT SMAN 1 WAY JEPARA LAMPUNG TIMUR

Ditha Kusumarajni, Ujang Suparman, Huzairin

Ditha_kusumarajni@yahoo.co.id

Abstrak. Penelitian ini bertujuan untuk mengetahui apakah ada peningkatan kosa kata siswa setelah mereka diajarkan menggunakan film. *One group pretest dan posttest* design adalah design yang digunakan dalam penelitian ini. Data penelitian diperoleh melalui pretest dan posttest. Hasil penelitian menunjukkan bahwa Ada peningkatan yang signifikan dalam penguasaan kosakata siswa setelah diajarkan dengan menggunakan film siswa kelas satu di SMAN 1 Way Jepara Lampung Timur $p < 0.05$. Ini menunjukkan bahwa film memfasilitasi siswa untuk meningkatkan penguasaan kosa kata mereka. Hasil selanjutnya menunjukkan bahwa noun adalah tipe yang paling meningkat setelah mengimplementasikan film.

Abstract. This research is used to find out wheather there is any improvement of students' vocabulary achievement after they are taught using movie. A one group pretest and posttest design was used in this research. The data were collected from a pre-test and a post-test. The research was conducted at SMAN 1 Way Jepara Lampung Timur with the subjects were the first grade students. The result showed that there is a significant improvement in students' vocabulary mastery after that students should had been taught by using movie, since $p < 0.05$. The second finding reveals that noun was the type which improved the most after the students had been taught through movie. This indicates that movie can be used to facilitate the students to improve their vocabulary mastery.

Keywords: *movie, teaching vocabulary.vocabulary*

INTRODUCTION

Vocabulary is an essential skill for learning English. Students use vocabulary to understand and use words to acquire and convey meaning. It means that the ability to speak English needs the mastery of adequate vocabulary. Rivers (1970:462) states that it would be impossible to learn a language without vocabulary. When students start to study and also before students learn further about the four skills i.e. listening, speaking, reading, and writing, the first aspect that they have learn is vocabulary.

Based on English Curriculum 2013, Students of SMA are supposed to acquire around 3000 words and also able to use them in daily communication. However, in accordance with certain studies, the students are not yet to acquire the target. This means that the students are able to use English Vocabulary for this study and daily lives. Unfortunately, most of the students in SMAN 1 Way Jepara Lampung Timur were still not able to master English words as many as it should be. It was proved when the pre-observation was conducted a that school. Among other things, through interviewing the teacher, it was found that there were only few students who could get the minimun passing grade. Most of the students said that learning vocabulary was complex and boring because the teacher applied the monotonous technique in teaching vocabulary.

The researcher found that there is a problem during the teaching practice program which is in Indonesia noun as *PPL (Praktik Pengajaran Lapangan)*. The problem is most of the students could not understand English words in textbooks during reading activities and English words that were said while the teaching and learning process. For example, when a student performs a task, he/she cannot immediately it, when the students is asked to do the task in the textbook, he/she opens the dictionary to translate the question first, and then translates his/her answer from Indonesia into English word. It can be said that it made *KBM* longer, while that time is less effective if learning was only by opening the dictionary first. He/she also does not understand how to open a dictionary fast. This greatly reduces the time for other learns. However, we had to be patient and painstaking to wait for each student's result.

A less interactive classroom and the use of conventional teaching technique only made the students became uninterested and passive participants in the learning process. As the result, it became the biggest obstacle for the students to learn English vocabulary. The teacher also faced a difficulty to know whether the students have fully understood the vocabulary or not. Moreover, students' inaction in language learning process also occured because the teacher rarely held a fun activity for reviewing new English vocabulary which obstructed students' success in memorizing, maintaining, and understanding the vocabulary that had been learnt in their mind for a long time.

Based on the above principles, the researcher used *Movie* to improve students' vocabulary mastery. Movie is one of the audiovisual tools that contains pictures and sound so that students can see and hear directly. Webb (2010) argues that by using movie in the classroom, the students can increase their vocabulary awareness and they can even make their pronunciation and intonation better. According to Sherman (2003), movie is a conventional shift and offers a realistic learning environment for students. By using movie, students are expected to enjoy learning English vocabulary, to clarify messages, to save teachers' energy, to motivate students to learn, and to increase the quantity of teaching and learning.

In line with the description above, Mirvan (2013) states that in teaching English, many teachers use films in EFL teaching. Films are usually seen as a media that attract students' attention, a present language in a more natural (interactive) way that found in course-books. The most important thing is that films offer visual context aids which help students understand and improve their skills and understand reading skills.

METHODS

This research was intended to find out whether there was any improvement of students' vocabulary achievement after they have been taught using movie. One group pretest posttest design (T1XT2) was used in this quantitative research. The formula of the design is proposed by Hatch and Farhady as cited by Setiyadi (2006:132). The research was conducted in the second semester of the first-grade students at SMAN 1 Way Jepara Lampung Timur. Based on the interview done by the researcher to the English teacher, class X IPS 1 of SMAN 1 Way Jepara Lampung Timur was chosen as the participants. The researcher was interested in finding a new way to improve students' vocabulary mastery by using the movie as a media to make it happens. The sample of this research was X IPS 1 class as the experimental class which consisted of 31 students. Vocabulary pre-test and post-test were the instruments used in this research.

RESULTS AND DISCUSSION

Results

After the pretest and posttest were conducted by the researcher administered, the researcher compared the results of pretest with the results of posttest in order to analyze the difference of students' vocabulary mastery. The comparison of pretest and posttest showed that students' vocabulary mastery improved significantly due to the application of the technique. The final results of students' vocabulary achievement improved from pretest to posttest 1702.5 to 2047.6 in the posttest. Evidently, the increase amounted to 495.1 points. The table below provides the results of the hypothesis of students' mean score of the test.

Table 1. Gains of the Students' Vocabulary Improvement in the Pretest and the Posttest

Category	Pretest	Posttest	Gain
Total	1702.5	2047.6	495.1
Mean	56.75	73.12	17.07

Table 1 shows that there is an improvement of students' vocabulary mastery before and after being taught by using movies. The mean score of pretest is 56.75 and the mean score of posttest is 73.12. From the scores of the pretest and posttest, the gain score is 17.07. The table below shows the distribution of the students score in pretest and posttest improvement in students' vocabulary mastery.

Table 2. The Distribution of Students' Vocabulary Achievement in the Pretest and the Posttest.

No	Students' score	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
1	45-48 (very poor)	12	38.6%	-	-
2	49-63 (poor)	7	22.6%	-	-
3	64-68 (average)	6	19.4%	6	19%
4	69-75 (good)	6	19.4%	10	32.2%
5	76-90 (very good)	-	-	15	48,8%
	Total	31	100%	31	100%

Table 2 shows the students' score in the pretest and the posttest. In the pretest, there are 12 students who belong to a very poor group. Then, there are 7 students who stand to the poor group. There are 6 students who get to the average score and the 6 students who in the good group. After that, there is no student who belongs to a very good group. In the posttest, there is no students who belong to a very poor and poor group. There are 6 students who belong to average group, and 10 students who belong to good group. After that, there are 15 students who belong to very good group.

Furthermore, the table reflects that there is an improvement of students' vocabulary mastery after being taught by using movies. In a very poor group, there is a decrease of the number of the students 12 to be zero. For the poor group, there is a decrease of 7 students from 7 students to zero. For the average group, there is no significant increase in the average group by 6 students from 6 students to 6 students. The highest improvement is in a good group from zero to be 15 students. It can be concluded that teaching vocabulary through movies improved students' vocabulary mastery.

Table 3. Paired Samples T-test

Paired Samples Test								
	Paired Differences					T	df	Sig.
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 POSTTES T– PRETEST	1.654841	5.98937	1.07572	14.35147	18.74531	15.384	30	.000

Table 3 shows that the results of the computation of the value of one-tailed significance of the experimental class is 0.013. It means that H_1 is accepted since α is lower than 0,05 ($0.00 < 0.05$). It proves that there is an improvement of students' vocabulary mastery achievement from pretest after being taught by movies. In sum, there was an improvement on students' vocabulary mastery after being taught through this technique.

The following table reflects the increase of each types of content words.

Table 4. Improvement of Each Types of Content Words

NO	Types of vocabulary	Mean Score of Pre-test	Mean Score of post test	Gain
1	Nouns	16.4	25.2	8.8
2	Verbs	18.1	25.1	7
3	Adverbs	17.3	22.7	5.4
4	Adjectives	16.4	24.3	7.9
Total		68.2	97.3	29.1

Table 4 shows that the average score of the students' who answered correctly of the aspect of vocabulary, Nouns improved from 16.4 in the pretest to 25.2 in the posttest. The average gain from pretest and posttest is 8.8. For the second aspect, verbs improves from 18.1 in the pretest to 25.1 in the posttest. The average gain score pretest and posttest is 7. Then, for the third aspect, which is adverbs improves from 17.3 in the pretest to 22.7 in the posttest. The average gain score from pretest and posttest is 5.4. The last aspect, which is adjectives improves from 16.4 in the pretest to 24.3 in the posttest. The average gain score from the pretest and the posttest is 7.9. Based on the result of the improvement of students' vocabulary mastery for each aspect of vocabulary, it was found that the aspect got the highest improved was a noun. It improved from 16.4 in the pretest to 25.2 in the posttest. Then, the aspects that had the lowest score was adverbs. It improved from 16.4 in the pretest to 24.3 in the posttest.

Discussion

Ordinarily, this section discusses the results of the research mentioned before. After the data were calculated, explicitly, this study found that teaching vocabulary through movie can be used to give a significant difference to students' vocabulary mastery. The first result comes from the gain of pretest and posttest score. Stand on the data, the students' mean score of pretest was 56.75 and the mean score of posttest was 73.12.

In this research, there was only one class used as the sample of the research. At the beginning of the research, the researcher explained that there were some procedures used to find out the students' vocabulary mastery. There were several test conducted to collect the data such as a pre-test and a post-test. Particularly, the researcher was started by conducting the pre-test and was finished by conducting the post-test. The students were given three times of treatment. After conducting the post-test, the researcher analyzed the results by using SPSS. In retrospect, this study found that teaching vocabulary through movie was effective.

As a results, the students' scores of pretest and posttest were compared to determine the students' significant difference. There was an increase of X IPS 1 students' vocabulary mastery sinc the t-value was higher than t-table. It indicates that the hypotesis propose was accepted. In addition, it implies that movie had positive effect on students' vocabulary mastery. This evidence obviously supports the previous research finding conducted by Champoux (1999) that by using movie can motivate the students to study English and the visulity of the film may also help the students to understand the vocabulary.

Based on the results of the research, the researcher confirmed that after the implementation of using movie, the students got better scores in the test. The scores that the students got in the posttest are higher than the scores in the pretest, which means movie can improve the students' vocabulary achievement before movie was applied by the researcher. Twenty five students still got scores were lower than 75 in the pretest. The lowest score that the students got in the pretest was 45, the highest score was 75, and the mean score of pretest was 56.75.

After the implementation of by using movie, the students' mean score increased to 73.12, and the highest score was 80. There was a difference students' scores after the treatment. This statement is supported by Mares (1996) as with all educational technologies, the value of movie relies how it is implemented in the classroom. Reviews and meta-analysis of the research indicates that positive learning and affective outcomes are greatly enhanced and extended when the movie is integrated into the rest of the lesson.

Furthermore, between the increase of noun and verb, the increase of noun was higher than verb. The increase of noun was 25.2 point; meanwhile the increase of verb was 25.1 points. It means that verbs are more complex to be learned by the students than nouns. Both in recognition and in recall; more mutable in meaning under semantic strain; less prone to be borrowed in language contact; and less stable in translation between languages than nouns. Lastly, it can be stated that the

implementation of movie is effective in making the students memorize and understand the meaning of vocabulary. Movie can be a good solution for the teacher to help the students in learning and improving their vocabulary achievement through enjoyable way.

CONCLUSION

After the researcher has conducted the study at the first grade of SMAN1 Way Jepara Lampung Timur, and has analyzed the data, it can be concluded that :

There was a significant improvement in the students' vocabulary mastery after being taught using movie. Movie was applicable to encourage the students to improve their vocabulary mastery. It was proved by the increase of the students' mean score in the post-test which was higher than in the pre-test. The students' mean score increased from 56.75 to 73.12 which the gain score was 17.07. There was a significant difference in students' vocabulary mastery after being taught using movie. It can be seen that the mean score of the pretest was 56.75 and the posttest was 73.12. Movie was able to improve types of vocabulary (content words). The vocabulary that got the highest improvement was nouns, which improved (25.2) compared to the other aspects, those are verbs (25.1), adverbs (22.7) and adjectives (24.3). Rationally, nouns were familiar vocabulary related to the topic of historical places.

The results indicated that the students' vocabulary mastery improved significantly after being taught through movie. Then, if t-value (15.384) compared with t-table (3.030), it can be seen that the students' vocabulary mastery was an increase since $t\text{-value} > t\text{-table}$ and significance one tailed that was $0.00 < 0.05$. In other words, H_1 was accepted. It means that there was a significant improvement in students' vocabulary mastery after being taught by using movie. So, teaching vocabulary through movie as a media of instruction was appropriate and effective to be used in improving students' vocabulary mastery.

Therefore, this study has implications. It is suggested that English teacher should implement teaching applying movie in teaching vocabulary, especially during reviewing activity, since it is more enjoyable for the students. After that since there is a significant increase in students' vocabulary mastery after being through movie, English teachers are suggested to apply this technique in teaching vocabulary. And the last, in order to minimize the students' problem in learning vocabulary through movie, the teacher should give their full attention to the students and give them feedback at the end of the class. For further researchers, they can make a two data collecting technique. Because in this research, the researcher only used one data collecting technique by giving pretest and posttest to the students. After that, the other researcher can use the sample of this study as many as 100 participant or more, since in this study only used 31 participant as the sample. Lastly, the other researchers, should be accompanied by the teacher when doing the research since in this research the researcher has been done only by the researcher.

In relations to this, this study focused on vocabulary in English language, in the future, it is expected that other investigators focus on another aspect of English language teaching and learning process such as pronunciation, or focus on English skills such as writing, reading, listening and even speaking.

REFERENCES

- Champoux, J.E. 1999. Film as a teaching resource. *Journal of Management Inquiry*, 8(2):240-251.
- Hatch, E. and Hossein, F. 1982. *Research Design and Statistics for Applied Linguistics*. Rowley, Massachusetts: NewyorkHouse Publisher, Inc.
- Mares, M.L. 1996. *Positive effects of televisions on social behaviour*. A meta-analysis. Annenburg Public Policy Center Report Series, No.3. Philadelphia, PA: University of Pennsylvania.
- Mirvan. 2013. *The Advantages of using films to enhance student's reading skill in the EFL classroom*. South East European University, Tetovo, Macedonia
- Rivers. 1970. *Teaching Foreign-language Skills*: University of Chicago Press.
- Sherman, J. 2003. *Using Authentic Video in the Language Classroom*. Cambridge: Cambridge University.
- Setiyadi, A. B. 2006. *Metode penelitian untuk pengajaran bahasa asing Pendekatan kualitatif dan kuantitatif*. Yogyakarta: Graha Ilmu.
- Webb, S. 2010. A Corpus Driven Study of the Potential for Vocabulary Learning through Watching Movies. *International Journal of Corpus Linguistics*, 15 (4), 497-519.